C. **Component: Knowledge of the importance of socioemotional development and its relationship to the stages of second language acquisition. These stages are: (1) use of first language, (2) quiet stage, (3) telegraphic/formulaic speech, (4) productive speech.**

	Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
BEGINNING	**Skills** Provides a safe language environment and demonstrates attention and concern for a child who is learning English as a second language.	**Skills** Provides a safe language environment and demonstrates attention and concern for DLL children and uses the children's first language to assist their learning of English.	**Skills** Demonstrates attention and concern for DLL children by using their understanding of how culture influences language behavior and how these behaviors are seen in each stage of English learning.
	Indicators • During the home language stage, engages adults who speak the child's first language to help them understand the child's feelings. • Provides opportunities to use the child's first language (e.g., partners children with same language peers). • Uses affective body language that is culturally appropriate (e.g., smiling, touching if allowed, proximity, holding, voice intonation, eye-contact). • Supports the child in quiet stage through use of non-verbal and verbal strategies to encourage efforts to communicate (e.g., pointing, observing child for cues, attentive listening, smiling, gentle, clear repetition of words/phrases). • Supports the telegraphic stage by providing words and phrases that have immediate practical use (e.g., would you, give me, you too, let's go, me too, I want to, etc.). • As appropriate, provides opportunities for conversation such as using food and artifacts that are familiar and providing children with active roles in the classroom (e.g., helpers).	**Indicators** • During the quiet stage, uses the child's first language to direct the child's attention to English (e.g., clarifies and translates information). • During the first language stage, uses the children's first language to help them express feelings (e.g., isolation, frustration, etc.), and to check for comprehension. • During the telegrahic stage, uses the first language to encourage the child's efforts to communicate through phrases (e.g., *se puede decir, Tôi cũng*, "me too".) • During the productive stage, responds in the first language and praises the child's efforts when the child says something in English (e.g., "yoku dekita ne (よくできたね)", muy bien, "good job, well done".)	**Indicators** • During the quiet stage, is aware that the child's culture may make the child reticent to speak even in the first language. • Intentionally includes the child in activities (e.g., keeps child nearby, points out interesting materials, explains what is going on). • During all stages of second language acquisition, encourages the child to use their first language in all learning activities • Demonstrates awareness of how culture influences children's bids for attention through the combination of telegraphic speech and physical proximity.(e.g., "can I, or "please" and "standing close to the teacher"). • During the early productive stage, helps DLL children to produce simple sentences and increase their vocabulary to help them have conversations with their peers in English (e.g., "do you wanna play with me?," "this is for you").

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	Monolingual Monocultural	Bilingual Monocultural	Bilingual Bicultural
DEVELOPING	**Skills** Uses teaching strategies in English that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.	**Skills** Uses teaching strategies in the children's first language that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.	**Skills** Uses knowledge of the children's culture and first language in teaching strategies that reflect the developing awareness of the relationship between socioemotional development and specific stages of second language learning.
	Indicators • During the first language stage, intentionally engages adults who speak the child's first language to help them understand the child's feelings. • During the quiet stage, supports the child through simplifying language, providing pictures and gentle words of encouragement (e.g., having read a story about the 3 bears, teacher gives child a picture of baby bear, says, "This is baby bear, I know you listening hard and you're really interested in this story"). • During the telegraphic stage, supports the child in communicating with English-speaking children by clarifying utterance (e.g., "That's right Ping. Ping says ….the portridge was too hot."). • During the telegraphic stage, listens attentively and repeats in a more complete phrase/sentence what the child is trying to say. • During the productive stage, positively reinforces children's efforts to speak in their second language (e.g., praise, positive body language) and acts on what child says (e.g., Yes, Ping, you're right, it's time to go clean up so we can go outside).	**Indicators** • During the first language stage, uses the child's first language to support the child's continued learning as well as efforts to communicate in English. • During the quiet stage, uses first language to support the child's attention to English (e.g., "*yo se que estas eschuando mucho y estas muy interesado en el cuento*", "I know you listening hard and you're really interested in this story.) • During the telegraphic stage, supports the child's efforts to communicate through multiple means (e.g., helps peers understand what the child is saying, gives the child the words in their first language to express their feelings (you say "*se dice*, 你说 (Nǐ shuō)", "me too".) • During the productive stage, accepts language mixing as normal and repeats what child said in English. And as appropriate expands or enriches the vocabulary.	**Indicators** • During the quiet period, uses culturally appropriate activities to engage children in a circle game in their first language (e.g., *La Vibora del la Mar*) in preparation for a similar circle game in English (e.g., London Bridges). • During the telegraphic period, uses the children's first language to assist in their understanding of preschool idioms (e.g., criss-cross applesauce, hold your horses, no dice, etc). • During the productive stage, builds on the child's learning style by providing opportunities for cooperative play (e.g., pairs DLL children to retell favorite flannel board story).

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	Monolingual Mono-cultural	Bilingual Mono-cultural	Bilingual Bicultural
ADVANCED	**Skills** Demonstrates a variety of strategies that respond to the children's socioemotional behaviors as they progress through different stages of second language acquisition.	**Skills** Uses the children's first language and a variety of teaching strategies to facilitate their socioemotional behaviors as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.	**Skills** Uses the children's first language, knowledge of the home culture, and a variety of teaching strategies to facilitate their socioemotional behaviors as they progress through different stages of second language acquisition. Uses the children's first language to assist them in understanding English.
	Indicators • During the quiet stage, intentionally enriches learning activities with the use of visuals such as props, pictures, books, and music in the child's first language. • During the telegraphic stage, creates picture cards with familiar phrases (e.g., stand up, too hot, watch out, here I come, etc.) so children can act out these actions during play and practice phrases. • During the productive stage, consistently checks for comprehension by asking *who, what, where and either/or* questions in a conversational way (e.g.,"I wonder is going to happen next?" "What would you do?").	**Indicators** • During the quiet stage, praises the children in their first language for attending to the activity in English and checks for understanding in the first language (e.g.,"what did you like about that activity?"). • During the telegraphic stage, uses short word phrases in English during a science activity to help in understanding a concept in English (e.g., lesson on velocity, use phrases such as "it goes fast," "it's so slow"). • During the productive stage, if child transfers first language grammar to English, creates activities to acquire English usage (e.g., uses picture cards to reinforce adjective or verb placement).	**Indicators** • Throughout the stages, intentionally provides emotional support to encourage the child's language effort (e.g., positive body language including culturally appropriate gestures, positive vocal intonation, positive comments to family members about child's efforts). • During the quiet stage, provides the foundation for academic concepts that the children may not know (e.g., shapes, size, position in space) in their first language and exposes them to the vocabulary in English. • During the productive stage, encourages DLL children to coach/teach other children and teacher in their first language and English.